

## **Hawai'i Work-Based Learning Framework for Career, College, and Community Readiness**

### **Work-Based Learning that Supports Student and Community Goals**

Work-Based Learning (WBL) allows students of all ages to connect their learning to real-life community, industry, and postsecondary opportunities. This can happen in the classroom or in the community, using both in-person and virtual connections. WBL helps K-12 and postsecondary students find greater meaning and relevance in their educational experiences, boosting their engagement in every step of their educational journey.

In addition to benefiting students, a well-coordinated statewide approach to WBL can bolster the success of local workforce and economic development initiatives, and improve the long-term well being of communities. Federal funding through the Workforce Innovation and Opportunity Act (WIOA) and Perkins Career and Technical Education Act increasingly prioritizes WBL, and aligning student learning to community- and industry-based knowledge and needs.

**Today's Work-Based Learning models do not separate students into vocational and academic tracks. High-quality WBL integrates rigorous academics, career and technical education, and real-work opportunities to provide students with the skills and knowledge needed to thrive in any postsecondary pathway.** WBL advances Hawai'i P-20 Partnerships in Education's overall comprehensive definition of [College, Career, and Community Readiness](#), including:

- Proficiency in essential content knowledge and key learning skills and strategies
- Successful transitions from high school to postsecondary education and career
- A strong foundation of identity to engage in local, national, and global contexts

High-quality WBL can help the Hawaii State Department of Education (HIDOE) and University of Hawai'i (UH) meet their measures of success. For HIDOE, this includes helping students prepare academically and socially for college, career and citizenship. HIDOE Nā Hopena A'o (HĀ) outcomes anchored to local and global leadership and life skills, together with HIDOE General Learner Outcomes, align with the capabilities [most important to local employers across industries](#), such as communication, strong work ethic, teamwork, and problem solving. Similarly, WBL's ability to bolster both content knowledge and life skills can help UH meet its goals for student degree completion, and graduates' successful transition into careers.

While there are already inspiring WBL efforts happening every day in Hawai'i, these WBL experiences have not always been connected, aligned, or consistently coordinated as students progress between elementary, middle, and high school. In addition, economic, social, environmental and community conditions are rapidly changing for our islands. An updated understanding of high-quality WBL is needed to ensure the most positive benefit for students, public education institutions, businesses and the community.

A shared WBL framework for Hawai'i will support effective statewide coordination by providing common definitions for high-quality WBL, identifying desired outcomes, and outlining a clear progression of K-12 opportunities. In addition, a WBL framework will provide specific tools and supports for community members, employers, and schools interested in implementing high-quality WBL.

## Hawai'i Work-Based Learning Framework

High-quality WBL is defined by strong partnerships that deliver a continuum of work-based learning opportunities. This Hawai'i WBL Framework outlines a progression of WBL activities that begin in kindergarten and extend through high school into postsecondary education and/or training. Opportunities build upon one another and increase in rigor, from initial exposure, to options, to identifying and preparing for specific goals. Ideally, this culminates in students obtaining industry certifications, postsecondary education credits, and/or apprenticeships.

In a 2016 survey of Hawai'i public school teachers, 77% of respondents felt that exposure to career aspirations and opportunities should begin in elementary school. At the same time, the majority of educators said they were unfamiliar with, or only somewhat familiar with, specific strategies for supporting students' career readiness goals. This WBL Framework aims to help educators understand career awareness WBL activities and desired outcomes beginning with early grade levels, so that students will be better able to identify and pursue concrete postsecondary education and training goals through high school, college, and beyond.

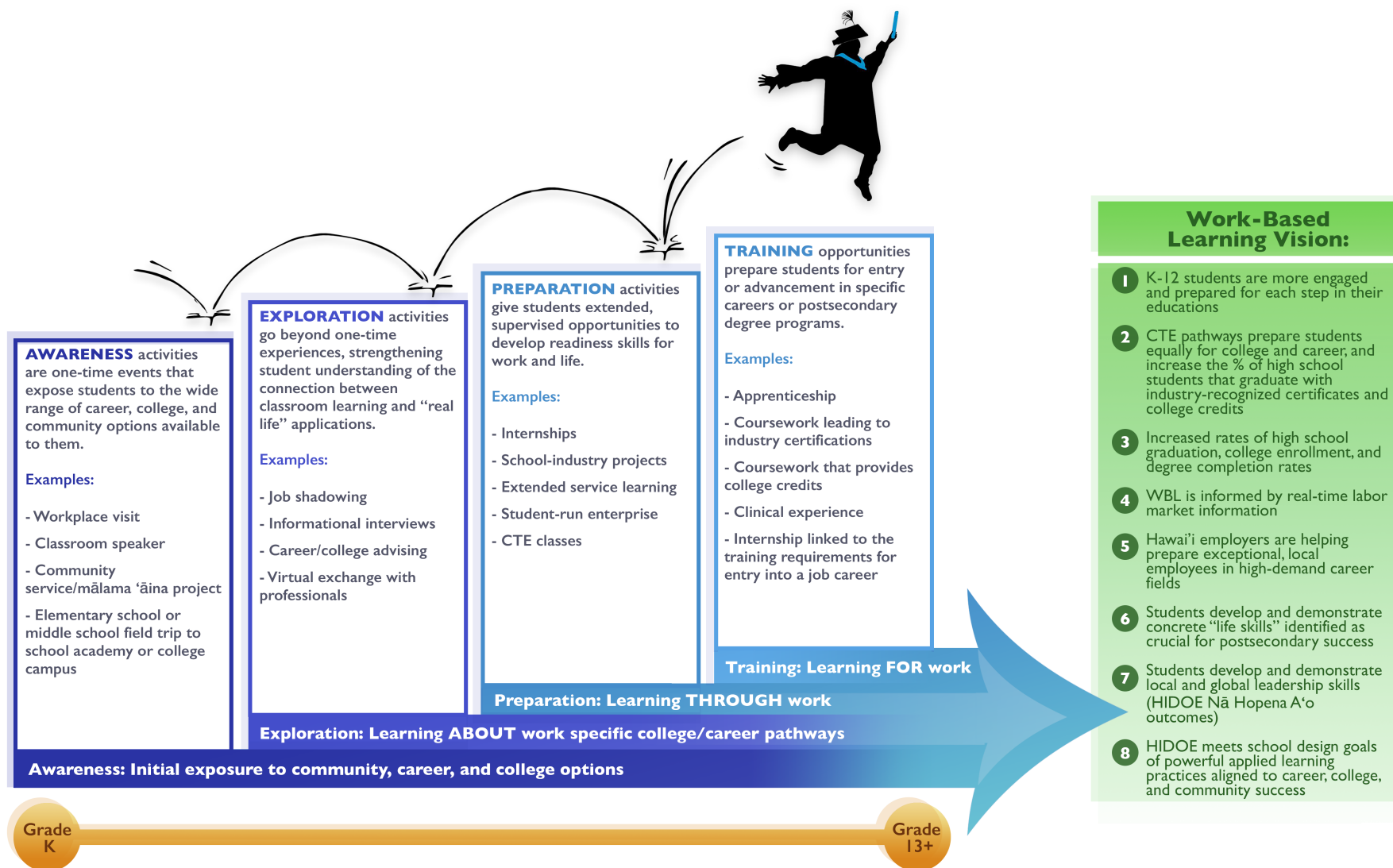
The Hawai'i WBL Framework also aims to strengthen local businesses and industries, and bring cross-sector leaders together around local and statewide WBL visions. Using WBL to support state goals in addition to individual student goals, takes a high degree of coordination and collaboration. This framework is intended to inform and expand effective partnerships between businesses, industries, community-based organizations, and schools.

The Hawai'i WBL framework is a resource created with key partners involved in providing and growing high-quality work-based learning WBL experiences for students. It is a living document designed to expand the quality and availability of WBL opportunities that prepare young people and our state for the future. This WBL Framework will:

- Support students, caregivers, educators, and community/industry partners with clear definitions of different WBL experiences, and where they fit on the continuum from career awareness through career training.
- Support the success and quality of work-based learning experiences by providing desired student outcomes that can be used when planning and implementing WBL experiences.
- Provide resources and promising practices for designing effective WBL experiences.
- Provide guidelines for developing employer partnerships, vetting business partners, and addressing liability concerns.
- Provide toolkits that support efficient and effective coordination and collaboration as well as continuity in experiences.
- Provide other resources that help to expand and strengthen work-based learning efforts throughout the state, fostering equity in students' access to high-quality work-based learning opportunities.

# Hawai'i Work-Based Learning Continuum for Career, College, and Community Readiness

The Hawai'i Work-Based Learning Continuum builds students' academic skills, life skills, and experience as they progress from learning **ABOUT** work to learning **THROUGH** and **FOR** work that connects to their career, college, and community goals.



## I. Career, College, and Community Awareness (Grades Pre-K to 12; Duration: 1-6 hours total)

**AWARENESS** activities are typically one-time experiences at school or through a huaka'i or field trip designed to broaden student understanding of the wide range of career, college, and community options available to them. Awareness-building experiences expose students to the diverse opportunities for their future, including postsecondary options. As a result, students connect their school learning to “real life world” applications, while also thinking more expansively about what types of diverse opportunities are available for their futures.

| Type of Experience and Definition  | Sample Student Outcomes   |
|--|---|
| Workplace visits and classroom guest speakers: Students learn more about specific jobs, careers, and industries by visiting worksites or hosting a guest speaker in their own school. Both types of opportunities allow for students to talk with and ask questions of professionals and learn more about their organizations and work environments.                   | <ul style="list-style-type: none"> <li>• Demonstrate expanded knowledge of diverse careers and the roles they play in our community</li> <li>• Able to reflect upon how their own interests match with specific jobs or career fields</li> <li>• Can identify how HIDOE General Learner Outcomes are used in workplaces and community organizations (self-directed learner; community contributor; complex thinker; quality producer; effective communicator; effective &amp; ethical user of technology)</li> <li>• Can identify how Nā Hopena A'o/HĀ outcomes improve career and community efforts (Strengthened sense of: Belonging and shared purpose, Responsibility, Excellence, Aloha, Total well-being, and Hawai'i)</li> </ul> |
| College and career fairs: Industry experts convene in one location where students can learn more about career options, entry and advancement requirements, and what a “typical day” at work can entail in different types of jobs.   |   |
| HIDOE complex area connections: Connecting elementary and middle school students with high school career academies and CTE programs—for example, Natural Resource Pathway high school students connect with an elementary school in their K-12 complex area to demonstrate their career pathway program by building a school aquaponics system or garden.              |   |
| Nā Hopena A'o and Hawaiian education: Place-based and culture-based projects that benefit the interrelated health of the land and people of Hawai'i. For example, partnering with a mālama 'āina organization on stream restoration projects that explain the scientific and cultural aspects of streams connecting mauka (mountain) to makai (ocean) on one's island. |   |
| Community service projects: One-time volunteer opportunities that help students learn more about careers while contributing to the organization's mission. This includes helping at hospitals, animal shelters, public health and safety days, and learning from community-benefit organizations.  |   |

## 2. Career, College, and Community Exploration (Grades 6 to 13+; Duration: 2 to 6 hours over 2 or more days)

**EXPLORATION** experiences go beyond the brief exposure of awareness-building activities either by extending the experience through multiple interactions, or through more rigorous student preparation, reflection, and debrief. Through exploration activities, students make more specific goals for their future, gaining a concrete understanding of the middle school, high school, and postsecondary education and training that will help them achieve their goals.

| Type of Experience and Definition   | Sample Student Outcomes  |
|---|--|
| Job shadowing: Students follow an employee at their workplace (in person or virtually) for one or more days to learn more about an occupation or industry.  | <ul style="list-style-type: none"><li>• Can articulate specific CTE and dual college enrollment/credit pathways in high school, and identify postsecondary careers, colleges, and other programs linked to their interests.</li><li>• Able to initiate and maintain professional relationships, identifying and following norms of conduct and interacting positively with people from diverse careers.</li><li>• Can successfully access online resources to identify job and industry data, including job requirements, job availability, average salaries, and potential “career ladders” or opportunities for advancement.</li><li>• Can give three or more examples per experience of workplace culture, norms, and conduct.</li><li>• Can connect their experiences to specific HIDEOE General Learner Outcomes and HĀ outcomes.</li></ul> |
| Informational interviews: Students interview professionals to learn more about specific workplaces and career pathways.   |  |
| <ul style="list-style-type: none"><li>• Career, college, and CTE research and advising: Beginning in middle school and continuing through high school, students access and learn from in-person and/or online advisory services that raise awareness about pathways linked to specific student interests and long-term goals.</li></ul> |  |
| <ul style="list-style-type: none"><li>• Mock interviews and resume writing: Preparing interested students with general skills to apply for jobs, internships, and colleges as they progress along the PK-13 continuum.</li></ul>  |  |
| Career and college visits: In-depth visits to colleges and workplaces linked to practicing appropriate conduct and protocols, and linked to specific information about education and/or training requirements for entry.  |  |
| Virtual exchange with professionals: Using a virtual connection tools (such as Nepris) to access professionals from around the world that can provide relevant and real-time information about their industries.  |  |

**Resource:** [Jobs for the Future guide to planning career and college exploration experiences, including sample checklists and templates.](#)

### 3. Preparation (Grades 6 to 13+; Duration: 4 weeks to 1 year)

**PREPARATION** experiences strengthen student content knowledge and skills through coursework linked to extended interaction with community and industry professionals. Preparation experiences give students extended, supervised opportunities to apply their classroom learning, and strengthen content knowledge and work-related skills. They also may include a teacher externship component where teachers are paired with industry opportunities that inform work-based curriculum planning.

| Type of Experience and Definition   | Sample Student Outcomes   |
|---|---|
| Internships: Students apply academic and career readiness skills in a structured workplace setting over a number of weeks to fulfill the expectations of a school-based curriculum. For example, a six-week summer internship that pairs meaningful industry professional experience with college awareness and employability training career advising.   | <ul style="list-style-type: none"> <li>• Growth in industry knowledge, technical skills, and/or postsecondary success skills.</li> <li>• Earn academic credit for either the experience or as part of an overall credit-bearing course.</li> <li>• Earns wages and/or compensation for work.</li> <li>• Show Growth in GLO and HĀ outcomes as measured by assessments, portfolios, and/or employer evaluations.</li> <li>• Able to create a growth and learning plan for continued learning and development based on employer feedback and evaluations.</li> <li>• Demonstrate skills through public exhibitions or presentations of learning to experts or in the community (hō'ike), and can receive and incorporate feedback.</li> </ul> |
| Extended service learning projects: Students partner with community-based organizations to complete longer-term projects with clear goals for student learning and community benefit.   |   |
| Projects with industry partners. Unlike an on-site internship, these projects between industry partners can include in-person or online technical mentoring and feedback in the classroom. Projects go beyond a one-time interaction, providing the opportunity for more sustained learning and feedback within a particular career, industry, or professional topic. These project-based learning opportunities can give students opportunities to address authentic work-based problems by using approaches or tools specific to a certain field.   |   |
| Student-run enterprise: This is a simulated or actual business conducted by students, designed with input and guidance from industry partners. The experience provides authentic work experience in a specific career field, or enables students to use entrepreneurial skills to design new products, services, or solutions. For example, a student-operated credit union at a high school, like the one opened through a partnership between Waipahu High School and HawaiiUSA Federal Credit Union, a student news nonprofit such as Hiki Nō, or a media production enterprise like Searider Productions. |   |
| CTE Pathway completion: Students completing a minimum of two CTE courses within a high school pathway or academy.   |   |



#### 4. Training (Grades 10-13+; Duration determined by industry or postsecondary standards)

**TRAINING** experiences are the culmination of robust WBL pathways, allowing students to gain specific certifications, required hours, or credits to enter or advance in a specific career or college program. Training experiences increase student preparation, while also helping industry partners and higher education institutions meet their goals

| Type of Experience and Definition   | Sample Student Outcomes  |
|---|--|
| <p>Internship connected to entry requirements for a profession: Students work at a supervised, on-site program over a full semester or year in a structured program that is designed help them gain required credentials, hours, or experience needed for job entry. May be a paid or unpaid opportunity.</p> <p>Apprenticeship: Business- and industry-driven programs designed to create a pipeline for students to enter and complete postsecondary apprenticeship training. Apprenticeships often pair on-the-job training with postsecondary instruction, and provide paid opportunities for students to accrue required time and experience for entry into specific career or industry.</p> <p>Clinical Experience: Clinical experiences are extended on-site opportunities to shadow professionals and observe day-to-day requirements of the job. Students focus on observation, reflection, and understanding of practice connected to an academic course or program. Clinical experience can sometimes lead to specific industry certifications.</p> <p>Early college and dual enrollment programs: Partnerships between high schools and higher education institutions help high school students gain college credits toward specific postsecondary degrees and certificates.</p> <p>Industry certifications: Industry certifications help students gain and demonstrate up-to-date career skills, and may lead to higher wages. Two examples are the Automotive Service Excellence (ASE) certification, and the Microsoft Technology Associate Computer Science Certification.</p> <p>CTE Program Completion: Fully completing a CTE program includes taking courses in a specific sequence, and may also include industry certifications, as well as "dual credit" and early college courses that provide high school students with college credit linked to specific career pathways.</p> | <ul style="list-style-type: none"> <li>• Earn college credit or certificate.</li> <li>• Complete an industry certification, apprenticeship, or other training for entry and/or advancement in a particular industry.</li> <li>• Demonstrate new knowledge and skills specific to a career field.</li> <li>• Demonstrate knowledge of further education and training required for advancement.</li> <li>• Demonstrate professionalism, ethical, behavior, teamwork, responsibility, and other GLO and HĀ outcomes, as measured by instructor and employer evaluation and portfolio/self-assessment.</li> <li>• Learn about and implement workplace health and safety policies and practices, as evidenced by student portfolio, employer or instructor evaluation.</li> </ul> |

## **Work-Based Learning Conditions for Success**

### **Intermediary Support**

Support for schools, businesses, and community organizations is required to facilitate coordinated WBL experiences for students. Intermediaries can consolidate requests for information and resources, and take a systemic approach to ensuring as many students and communities as possible benefit from high-quality delivery of WBL can be consolidated via industry-led intermediaries and facilitators to coordinate school partnerships with those that can offer WBL experiences for students. Approximately 95% of the businesses in Hawai'i are small businesses and may not have capacity to engage with diffuse requests. Industry and community leaders may receive multiple and overlapping inquiries from K-12 and higher education stakeholders at the local, county, and state level. Similarly, schools may lack dedicated resources or personnel to coordinate WBL experiences within a statewide framework. Intermediary support can help address some of these challenges to WBL efforts.

### **Coordination between Public K-12 and Postsecondary Education**

University of Hawai'i (UH) and HIDOE students are the primary entrants into Hawai'i's workforce. Hawai'i's single K-12 public education system, which serves 80% of Hawai'i youth, and the single public University system can partner to deliver a coordinated WBL continuum for students. Since UH and HIDOE students are the primary entrants into Hawai'i's workforce, focused WBL educational alignment can have a significant impact on overall workforce and economic development for Hawai'i while strengthening the community.

### **Teacher Externships**

Across the nation, teacher externships are a proven strategy for helping teachers to receive continuing education that keeps them up-to-date within their field. They are then better able to make updates to their curricula and help ensure students are as well-prepared as possible for the current realities of a career field. A local 2017 Teacher Externship pilot with secondary school teacher externs led to updated curricula and lesson plans, and peer-to-peer education between teachers. With cross-agency partners, the pilot continued into 2018 and continues to show the value of teacher externships to both student preparation and workforce development in Hawai'i.

### **Industry Certifications, Dual Enrollment, and Early College**

One tangible outcome of high-quality WBL is increasing the share of youth that successfully gain college credit or industry certifications before they graduate from high school. This is a proven way for students—especially under-resourced students—to position themselves for long-term success in college and career pathways. Industry certification programs give students extended, concrete, and up-to-date experience in a career field. Certifications may help students earn higher wages when they enter the workforce. “Dual enrollment” opportunities allow a student to be simultaneously enrolled in high school and college. When courses in high school can provide both college credit and a meaningful certification, it provides real-world benefits for students. Getting an earlier—and less expensive—start on the prerequisites for a postsecondary degree, certificate, industry certification, or other career entry requirement, can bolster a student's long-term success within that pathway.



## Key Education Stakeholders for the Work-Based Learning Framework

**Hawaii State Department of Education (HIDOE):** HIDOE comprises of nearly 300 traditional public schools, charter schools, and Hawaiian language medium schools across seven islands. The overall mission of HIDOE includes working with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship. Work-based learning is a key promising approach for carrying out the HIDOE mission, and achieving the goals of the current HIDOE Strategic Plan and Implementation Plan. These goals and priority actions include:

- ✓ Student voice: Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student voice.
- ✓ Purposeful design of schools: powerful applied learning practices aligned to college and careers, including expanding career pathways and career and technical education opportunities, providing quality college and career pathway counseling and advisory supports, and leveraging community engagement.
- ✓ Teacher collaboration: prioritize teacher professional growth and learning, and collaborate with teachers to create externship programs aligned with supporting students' career, college, and community readiness.

Within HIDOE, work-based learning also helps students understand and meet academic requirements, and develop HIDOE General Learner Outcomes (GLOs) and Nā Hopena A'o (HĀ) outcomes. GLOs and HĀ outcomes align with specific "life skills" and leadership attributes that support college, career and community success.

- ✓ Six GLOs: self-directed learner; community contributor; complex thinker; quality producer; effective communicator; effective & ethical user of technology
- ✓ Six HĀ outcomes: strengthened sense of: Belonging and shared purpose, Responsibility, Excellence, Aloha, Total well-being, and Hawai'i (BREATH)

### **Hawai'i Career and Technical Education (CTE) Center**

The mission of Hawai'i's CTE Center is to prepare Hawai'i students for today's workforce and continuous learning. The CTE Center assists HIDOE and University of Hawai'i (UH) in planning, coordinating, and evaluating career and technical education programs. CTE is currently modifying and expanding its pathways to include industry priorities and establish new groupings such as Education; Culinary, Hospitality and Tourism; Information Technology; and Law, Government, and Public Safety. Students are encouraged to complete CTE programs of study, which begin with a Pathway-specific core course followed by a second-year cluster course. Some programs of study also include a third-year concentration course, and dual-credit opportunities for high school students to earn college credit or certifications specific to a CTE pathway. National research has shown that high school student participation in CTE programs boosts graduation rates, and local data shows this is also true for Hawai'i. CTE concentrators are more likely to enroll in college and complete advanced math, and less likely to need remediation.

**Hawai'i P-21 Partnerships for Education (Hawai'i P-20):** Hawai'i P-20 is a long-standing cross-sector statewide collaboration with the goal of improving educational outcomes for Hawai'i. Hawai'i P-20 works to strengthen Hawai'i's education pipeline from early childhood through postsecondary education and training so that Hawai'i students are prepared for meaningful engagement in college, career, and community. Led by the University of Hawai'i System, HIDOE, and Executive Office on Early Learning, Hawai'i P-20 enables data-informed decision-making, policy coordination, and advocacy to support student achievement and reach the "55 by 25" goal of 55% of Hawai'i's working-age adults having a two- or four-year college degree by the year 2025.

Hawai'i P-20's efforts include a focus on supporting underrepresented students to enroll in and complete two- and four-year college degree programs. In Hawai'i, like many other states, more and more jobs require some form of postsecondary education. Hawai'i P-20 initiatives, such as GEAR UP, support early college and dual-credit opportunities in high schools to help Hawai'i students successfully transition into their postsecondary and career pursuits.

**Connect to Careers (C2C):** C2C is a statewide collaboration of education, workforce and industry, and data partners focused on work-based learning systems and opportunities in Hawai'i. C2C encourages sector-led partnerships, and engages the Hawai'i employers and community members that are critical to successful, sustainable work-based learning efforts.

#### ***TBD: Resources and Promising Practices for Designing High-Quality WBL Experiences***

- Toolkits that support efficient and effective coordination and collaboration as well as continuity in experiences.
- For example: [Jobs for the Future guide to planning career and college exploration experiences, including sample checklists and templates.](#)

#### ***TBD: Guidelines for School-Industry Partnerships***

- Vetting business partners, addressing liability concerns